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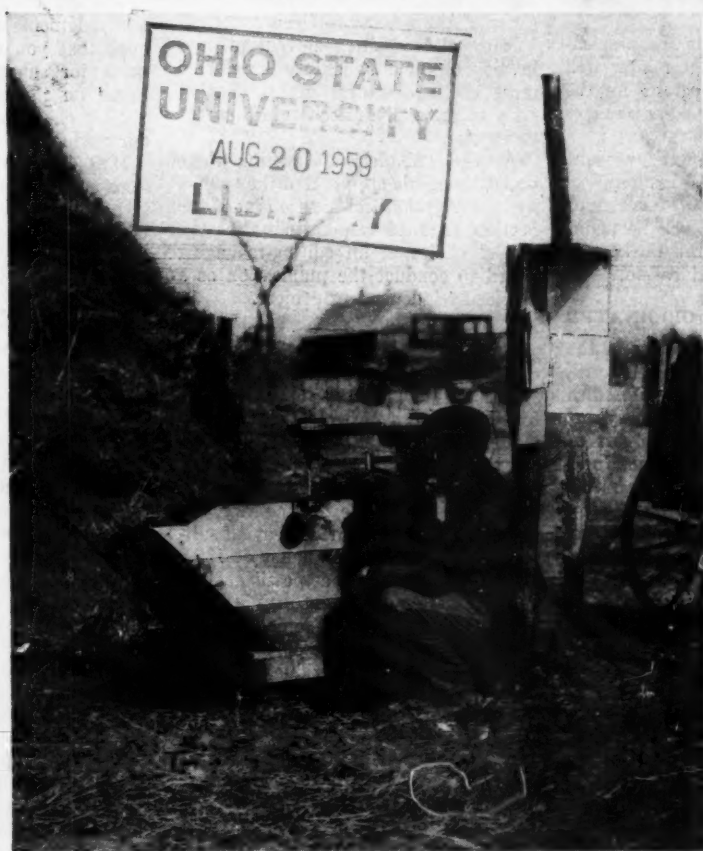
JANUARY, 1929

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Agricultural Education

DES MOINES, IOWA



*A Magazine for Those Interested in
Public School Programs for the Improve-
ment of Agriculture and Country Life*

Editorial Announcement

AGRICULTURAL EDUCATION

A monthly magazine, managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by the Meredith Publishing Company, Des Moines, Iowa.

H. M. Hamlin.....Editor
F. E. Moore.....Consulting Editor
Z. M. Smith.....Secretary-Treasurer

Special Editors

Future Farmers of America.....H. C. Groseclose
Professional Organizations.....R. W. Gregory
Farm Shop Work.....W. A. Ross

Editing-Managing Board

Paul W. Chapman, R. W. Gregory, H. M. Hamlin, R. W. Heim, F. E. Moore, J. H. Pearson, H. M. Skidmore, Z. M. Smith, W. F. Stewart.

Subscription price \$1 per year, payable to Z. M. Smith, Secretary-Treasurer, at 202 Sylvia St., West Lafayette, Indiana. All subscriptions begin January 1. To aid in the collection of subscriptions, it is urged that, where possible, subscriptions be sent in by states, rather than individually. Editorial matter is received by H. M. Hamlin, 227 Russell Ave., Ames, Iowa. No advertising is accepted.

Application for second-class pending at the post office, Des Moines, Iowa.

Vol. I. JANUARY, 1929 No. 1

THIS is the first issue of a publication intended for those interested in public school programs for the improvement of agriculture and country life.

Its continuance for one year, without financial embarrassment, is assured.

It is hoped and expected that this or some similar publication will be maintained permanently by the workers in the field of agricultural education.

HOW THE MAGAZINE ORIGINATED

During the annual conference of the Central Region at Des Moines in April, 1928, representatives of the Meredith Publishing Company of that city expressed a desire to give some sort of assistance to the cause of agricultural education. It occurred to certain members of the conference that the company might be willing to assist with a teachers' publication. The company's managers were approached and before the close of the conference a proposal for publishing was submitted to a committee from the conference, headed by Z. M. Smith of Indiana. The conference unanimously approved the proposed arrangement and authorized a continuance of the committee, instructing it to bring the matter before the professional people of the other regions.

The committee then outlined a proposed set-up for the management of the project.

An editing-managing board was tentatively suggested, to serve for one year, and from its numbers there was chosen an editor, a consulting editor, and a secretary-treasurer.

The chairman of the regional committee then submitted to each member of the executive committee of the American Vocational Association the proposal of the publishers and the committee's proposal as to managing personnel for the first year. All members but one of the executive committee re-

sponded and all who answered were favorable to both proposals.

The committee then proceeded to sound out the state supervisors of agricultural education. All of these men responded and none objected to the arrangement. Most supervisors were enthusiastic in its support and their estimates as to the probable number of subscribers from their own states indicated that the project would succeed.

On the strength of these endorsements, state supervisors were asked to collect and send in subscriptions. When 1,500 of these had been assured, the publishers expressed themselves as satisfied that the venture would be self-supporting and agreed to meet any losses that might be incurred so that the professional sponsors of the magazine would incur no risks. This point was reached shortly before December 1. Because of the nearness of the American Vocational Association convention, publication of the first issue was deferred until the agricultural group of that body might express itself regarding the enterprise.

At the Philadelphia meeting there was enthusiastic approval of the project by the Agricultural Section and the Section assumed responsibility for the annual choice of an editing-managing board to conduct the publication as a financially independent project.

THE BUSINESS ARRANGEMENT

Until a total of 2,000 subscribers are secured, there will be no funds available for any purpose except printing and mailing. Since the secretary-treasurer can hire no clerical help, it is necessary that his work be reduced to the minimum. This has made it necessary, for the time being, to provide that all subscriptions begin with January 1, 1929, and to ask that, so far as possible, state lists of subscribers be sent in. With this procedure, the business office will be saved the heavy correspondence involved in caring for individual subscriptions beginning and expiring at different dates. It is hoped that our subscribers will bear with us in this arrangement until we become sufficiently prosperous to afford a better one.

Extra copies of the first issues are being published so that back numbers can be sent those who do not get their names in immediately.

No one connected with the editing or the managing of the paper is to receive any pay for his services under the provisions set up for the first year by the board. If a surplus develops during the year, it will be used to provide clerical help for the secretary-treasurer and for the editor, and to improve the publication itself.

The publishers are doing the work at cost, submitting a bill for each issue. In computing these costs, no account is

taken of the advice and assistance of members of the editorial and business staffs of the Meredith Company, nor of the work of its artists. The charges made are only those for printing and mailing. No advertising is accepted.

We are able to guarantee subscribers twelve issues of the minimum size of this one. Our readers are our only subscription agents. We hope that they will bring the magazine to the attention of the workers in our field, school executives, librarians, students training for the teaching of agriculture, and others. The more subscribers you secure us, the more we can give you for your money.

GENERAL POLICIES

The major policy which the editorial board has established is that the policies of the magazine will be established by its readers insofar as their desires and judgments can be crystallized. We hope that you will respond to our request for suggestions which is to be found on the last page of this issue. Similar checks upon the judgments of our readers will be made at intervals.

It appears, however, from the expressions already gathered that the demand is, first of all, for a *teachers' magazine*, written and read largely by the men in the field.

The content, it appears, will have to be primarily a *news content* and the style, in the main, a *news style*. This does not mean that a fragmentary collection of personal news items is to be the gist. Activities of organizations and movements will be recorded. Results of scientific investigation will be regarded as particularly choice news. The news will be commented upon and interpreted. A certain amount of speculative and philosophical material will be tolerated, in our opinion, but largely, we judge, the demand will be for articles factual in basis. Further, it is our guess that our readers are going to resent verbosity and heavy, technical types of writing. The space available is not great and articles will have to be to the point.

A major aim of the publication is further to unify the forces in agricultural education in the country as an important step in the complete unification of all of the forces in vocational education in the country. Material from every section will be presented in these columns if it can possibly be secured, whether or not all sections give their financial support to the enterprise.

It appears desirable, at least initially, to limit the material treated to those phases of agricultural education carried on in connection with public schools of less than college grade, excepting only material relating to the preparation of teachers for such situations. Our interest will not, however, be confined to those groups working under the Federal Vocational Education Act.

The Board of Editors



PAUL W. CHAPMAN



R. W. GREGORY



Z. M. SMITH
Secretary-Treasurer



J. H. PEARSON



W. F. STEWART



H. M. HAMLIN
Editor

The Make-up of The Board

Paul W. Chapman is State Director of Vocational Education for Georgia. During the past year he has been president of the National Association of State Directors.

R. W. Gregory is Itinerant Teacher Trainer for Indiana and chairman of the committee on publications of the American Vocational Association.

R. W. Heim is State Director of Vocational Education for Delaware.

J. H. Pearson is the Nebraska State Supervisor of Agricultural Education.

H. M. Skidmore is in charge of the training of teachers of agriculture at the Davis branch of the University of California. Formerly he was Agent for the Federal

Board for Vocational Education for the Western Region.

W. F. Stewart is head of the Department of Agricultural Education at the Ohio State University, Columbus.

Z. M. Smith is State Director of Vocational Education for Indiana and secretary of the American Vocational Association.

H. M. Hamlin is an Associate Professor of Vocational Education at the Iowa State College, Ames.

F. E. Moore is State Director of Vocational Education for Iowa with headquarters at Des Moines.

Photographs of Mr. Heim and Mr. Skidmore did not arrive in time for this issue.



F. E. MOORE
Consulting Editor

RELATION TO THE A.V.A. NEWS BULLETIN

Fortunately, there is the closest co-ordination between this magazine and the Bulletin issued by the Association. There seems to be almost no possibility of overlapping or duplication or friction between the two publications.

The managers of this magazine rejoice that an arrangement was effected at the Philadelphia convention whereby the Bulletin is to be enlarged and improved, with the probability that it will be made a bi-monthly in 1930. We need a strong general publication.

An agreement exists whereby the publishers of the Bulletin have first claim on any materials which might be published in either. It is the judgment of the writer that this priority right will be little exercised since the copy suited to each is quite clearly distinguishable. Materials in agricultural education suited for publication in the Bulletin are those which will be of interest to teachers of industrial subjects, home-making and other vocational lines, as well as to the agricultural group. Copy destined for *Agricultural Education* will be more-specialized and detailed to meet the needs and interests of the teachers of agriculture. To put this detailed material on agriculture into a general publication is to require teachers of other vocational subjects to pay for printing and distributing much that is of no value to them.

On the other hand, there is a large body of material regarding the activities of the agricultural group which should be of interest to all vocational teachers and which should be presented to them to the end that their interest in and sympathy toward our work will be

maintained and strengthened. We gladly relinquish to the Bulletin all such materials. We urge our readers to send appropriate materials to its editor, Mr. Z. M. Smith, at Purdue University, Lafayette, Indiana, in quantities far in excess of those he has been receiving during the past year. We shall turn over to Mr. Smith, with the consent of the authors, such articles as seem to us to be worth bringing to the attention of the whole vocational group.

We have already stated that this magazine will have a space problem from the outset. We are pleased to have the Bulletin as an outlet for some of our surplus. It may have the best we get if it serves its purposes. The welfare of the whole, we think, is more important than the welfare of any of its parts.

SPECIAL EDITORS

It has been decided that initially, at least, rigid departmentalization of the magazine will be avoided. However, a few special editors are being designated to locate, organize and interpret special features which may or may not be printed in special departments. Thus far three such special editors have been chosen.

Mr. Henry C. Groseclose of Virginia, executive secretary of the Future Farmers of America, will edit materials related to that movement.

Mr. R. W. Gregory of Indiana will have as his special field the handling of publicity relating to organizations of teachers of agriculture and students in agricultural education.

Mr. W. A. Ross of Wyoming will be responsible for the Farm Shop phases.

It is likely that other special editors will be named as we become better organized.

Copy relating to these special fields may be mailed either to the special editors or to the general editorial office.

SENDING IN CONTRIBUTIONS

The publishers ask that all copy be in their hands the first of the month preceding the date of issue. For instance, materials for the March issue must reach them by February 1.

All copy is requested to be double-spaced, on one side of the sheet only, so that the editors may be spared re-copying for the printers.

Rarely can articles of more than 3,000 words be used. There can be no more than two or three long articles in any issue. The limit in most cases will have to be about 1,000 words if the varied interests of agricultural education in the nation are all to receive recognition.

It is hoped that large use can be made of illustrations. The possibility of doing so will be increased if state and local groups will supply us with cuts, rather than photographs, showing their activities. Often these can be used locally, as well as in the national magazine.

AN EXPRESSION OF APPRECIATION

Those of us who have been connected with this project from the outset feel a very keen sense of gratitude for the confidence that has been shown in us by the members of the profession. In what other field would nearly one-half of the workers in the entire country contribute financially toward a publication of which they had never seen an issue, of whose very appearance there was doubt? If this confidence can be shown to have been merited, we shall be very happy indeed.

—H. M. Hamlin.

Be of Good Courage

A Message for the New Year from Dr. C. H. Lane, Chief in Agricultural Education Federal Board for Vocational Education

NOT only the student of rural affairs but also the man of the street holds up Denmark as the one shining example of where agriculture has come into its own. Here we are told cooperation flourishes. There is uniform prosperity among the farming classes. High class products are produced under ideal conditions. Everything is ideal we are told.

Perhaps at the beginning of the year it might not be amiss to inquire a little into the real cause of the transformation of Denmark from a nation of peasant farmers to a nation of prosperous independent freeholders in a little over fifty years.

First, of course, came the breaking up of the large estates and the settlement of these on easy terms by the farmers of the nation. Then under the leadership of a far-seeing, patriotic leader, community high schools were established. Here for fifty years has been the nucleus of Danish life and agriculture. Here is the basis of the widespread cooperative effort in Denmark. Here all the social and economic life of the community centers. The educational system of Denmark is the key to the transformation that has taken place.

Today in the United States we have the same opportunity that the Danish farmer of fifty years ago had. Approximately 3,600 vocational agricultural departments or schools have been established in the forty-eight states. There was a total enrollment in these schools of over 144,000 in 1927-28. We have now reached about the 100,000 mark enrollment of all-day students with approximately 37,000 adults in the evening schools. Each of these schools has the chance of becoming a center of community development, as indeed many of them are today. Here is a new focal point of affairs of common interest.

All persons pursuing courses in vocational agricultural are required to do at least six months directed or supervised practice in agriculture, either on a farm provided for by the school, or other farm. Rather marked improvement has been made along this line as indicated by the scope of activities of the pupils. The scope has been greatly enlarged to take in more than one home project and by doing supplementary farm jobs. Improvement has also been noted recently in the grade of work performed by the teachers. Teachers are now beginning to check the pupil on the quality of his work or the degree of proficiency of the pupil in his performance. The improvement in this phase of the agricultural program is indicated by the fact that the returns from the supervised practice of vocational pupils for the United States from 1926 to 1927 were \$10,991,135.19, compared with \$8,256,600.01 for the previous year, or an increase of \$2,734,535.18.

The foregoing net income from supervised practice for 1927 and 1928 represents various activities on the part of

vocational pupils. It should be noted that there were 3,755 hives of bees, 4,874 pigeons and 4,784 rabbits. For the most part, these enterprises do not represent major activities of the pupils, but purely supplementary to the carrying on of their major work in the cultivation of crops or the caring of regular farm livestock.

In round numbers there were 111,817 pupils cultivating 460,077 acres of land, with 115 hotbeds. They cared for 17,174 yearling cows, 1,519 calves, and 88,555 hogs. In the poultry work there were 1,930,677 birds which included hens, ducks, turkeys and geese. The pupils also incubated 98,485 eggs and 5,617 animals and 40,492 sheep were cared for in meat and wool production.

Reference is frequently made to the part education has played in successful cooperative effort in Denmark. It may be of interest to readers of this magazine to know what is going on along this line in the United States with agricultural teachers. In 1927 the Bureau of Agricultural Economics of the United States Department of Agriculture made a survey of the situation and found that approximately 50,000 high school students are now receiving instruction in cooperative marketing. Approximately 5 percent of the more than 1,500 schools from which reports were received were giving special courses in cooperative marketing, 53.7 percent were teaching the subject in general agricultural courses, and 55 percent in connection with commodity projects. Of the schools teaching cooperative marketing 43 percent reported the sale thru cooperative associations of products grown in school projects, 55 percent reported that they had contracts with and received assistance from officials of cooperative associations, and 48 percent reported that their classes visited the offices or plants of associations. The frequency of the visits varied from twice a week to once in four years with "once a year" being reported most commonly.

Another interesting feature of the survey was that 203 schools in 40 states reported that a total of 1,386 students were themselves members of cooperative associations and 467 schools in 45 states reported 4,978 pupils who were the children of members. Practically all schools where cooperation was taught reported that the usual interest on the part of students, and nearly all made requests for assistance in the selection and on the use of subject matter.

The department report says that there seems to be two important services the schools can and to some degree are rendering to cooperative marketing. The first is of course the splendid work the schools are doing in giving prospective farmers and farm women a knowledge of cooperation and in training future leaders in the movement. The second is adult education and advice in local marketing problems.

Education of the children in the ways

of better farming principles and practices is only one of the functions of such a school. The facilities of the shop and classroom can be extended to that larger group who do not attend high school. Even the older folks are being reached thru the many activities possible in an agricultural high school with the right kind of leadership.

The emphasis thruout in this national program of agricultural instruction of less than college grade is an education as a continuing process—a part of life. I say this because the 4,000 vocational agricultural teachers are of necessity in the closest contact with farming and farm life in their respective communities. They are coming to know the felt needs, longings and aspirations of the farming population as no other group of rural workers can possibly come to know them. These teachers who have been reared on farms and given the best training that is possible at present to give them in our land grant colleges and their wider philosophy of rural living than just merely making money by running a farm where a man may be an expert at growing crops and feeding livestock and in marketing his crops and still his life be a failure.

The primary object of "Better Farming" and "Better Business" on the farm is to make it possible for the farmer and his family to live better. This philosophy permeates the whole national program of vocational education in agriculture that we have been referring to in this article. It is permeated by the thought that better living, having more attractive farm homes, more convenience in the homes, better schools, better churches, better roads, and many other things that help to make life in the open country more enjoyable.

In closing this article let me leave this thought with you because it is the thought that underlies the educational philosophy of our teachers of vocational agriculture and that is: Better Farming does not always result in better living. Many a farmer and his family toil early and late in order to be able to burn the mortgages as quickly as possible. Often so much attention is given to getting out of debt in a hurry that many of the finer things of life are lost sight of. The use of the long-time mortgage, which can be paid off gradually, can do much to help the farmer to live better while paying for his farm. If all the good things of farm life are put off until the family gets out of debt and has money in the bank besides, they may never enjoy it.

Unquestionably the thing which will eventually bring about better living on the farms is the education of the farm boys and girls who will be the future farmers. Farm boys and girls should learn more about the opportunities in other lines of work and the advantages and disadvantages of the conditions under which others work and live.

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New Year's Resolutions of Six States

EXCEPT for the Pennsylvania resolutions, these are drawn from lists of objectives for the coming year set up by the teachers in state conferences during the past summer and fall. The Pennsylvania set is borrowed from the Rural Life Letter of Pennsylvania State College. An attempt has been made to abbreviate without distorting.

Missouri

1. Prepare a complete outline of the year's work.
2. Plan shop work in detail.
3. Plan definite set of laboratory exercises and field trips.
4. Supervise junior and senior projects frequently.
5. Organize community improvement contest.
6. Conduct evening or part-time work.
7. Make community survey.
8. Secure publicity.
9. List community objectives for this year and the next five years.
10. Keep accurate record of all community activities.

Pennsylvania

1. Careful and repeated community surveys.
2. A consistent effort to keep the public informed.
3. Careful lesson planning.
4. Teaching centered about boys and their problems.
5. The project a requisite for good agricultural teaching and not merely a requirement.
6. Parents informed regarding purposes of the work and their cooperation solicited.
7. Practice work in all farming activities, with provision for both major and contributory projects.
8. Accurate and regular keeping of project records.
9. Summer work organized with the same precision as work during the school months and definite, concrete results shown.
10. Wholehearted participation in

community activities and acquaintance with every family in the community.

Ohio

1. Every department to enroll at least 50 students in all classes.
2. Every pupil to adopt a financial goal.
3. At least one short course in every department.
4. An agricultural society in every department.
5. At least 42 percent of students who have been enrolled one year or longer to carry continuation projects.
6. At least 98 percent of students who do not leave school to complete projects.
7. Arrange for or help with at least six educational demonstrations (either meetings or projects such as pasture improvement or poultry flock demonstrations).
8. A part-time survey to be made by every department.
9. A Young Men's Farming Organization to be formed wherever part-time classes are held.
10. Have student appear on a public agricultural program at least three times.

Oregon

1. Make class and community survey as basis for content of courses. Survey blanks furnished by state department. (Not less than 40.)
2. Every instructor send in to state supervisor annual program of work, showing distribution by months.
3. Make out course of study for each subject.
4. Aim to have a minimum enrollment of 50 persons receiving agricultural instruction in all-day, evening, part-time and unit course classes.
5. Filing cabinet in every department.
6. A definite plan of objectives for a local agricultural program five years ahead.
7. Hold at least one evening school.
8. Hold achievement day.
9. Form a vocational club.
10. Select some definite topic relative

to vocational agriculture for study and research throughout the year. Submit paper at conference.

Texas

1. Active participation in the state agricultural program.
2. More adequate rooms and equipment for vocational agriculture.
3. Each teacher to reach a minimum of 50 individuals thru organized instruction during the year.
4. Better project records.
5. A. F. F. T. chapter in every school teaching vocational agriculture.
6. Increase the number and effectiveness of evening schools.
7. A complete set of records maintained for each vocational agriculture school in the state, the content and arrangement to be standardized for the state.
8. Each school represented in the annual A. and M. contests.
9. A definite publicity program for vocational agriculture in each community.
10. More personal contact and co-operation with other agricultural agencies.

Nevada

1. Every boy with a worthwhile project selected not later than October 1.
2. Projects large enough to reach the standard of 240 hours of labor set up in the state plan.
3. More complete and accurate project records.
4. Check project records and accounts at least once a week.
5. Have boys summarize project accounts at least once a month.
6. Have project summary entered on permanent record sheet.
7. One hundred percent management by boy.
8. Every boy with a project agreement showing that he gets financial returns from work on subject.
9. At least 25 percent continuation projects.
10. Frequent enough supervision of projects to keep them going successfully.

A Class Project In Feeding Baby Beeves

By L. J. Schmutz, Instructor in Vocational Agriculture, Wakefield, Kansas

[Wakefield, Kansas, has come to be nationally known for its successful class beef feeding projects which have been under way there for several years. This article deals with the one most recently completed. Our cover picture this month presents a scene from this venture. —Editor.]

WHY should teachers of vocational agriculture be interested in class projects? The class project is a practical teaching device set up and directed by the boys and their instructor. It provides a natural setting or farm-like condition which permits the direct application of manipulative skills and technical knowledge taught to the group in the classroom and laboratory. The boy is confronted with definite production problems and not imaginary ones. The monetary values involved create a real interest and the largest amount of learning takes place when there is a high state of interest.

The Department of Vocational Agriculture at Wakefield, Kansas, conducted a class feeding project in fattening baby

beeves during the winter 1927-28. The boys studied the economics of the cattle situation by communicating with experts in the Kansas City Livestock Exchange and with others at the Kansas Agricultural College. In addition to this opinion from experts, they received counsel and advice from local beefmen. They finally concluded that the situation was favorable for feeding cattle for the spring market.

In starting the project, the boys were divided into various committees such as a calf committee, corn, hay, and swine committees. Each committee investigated and bargained for the purchase of its commodity. This information was brought into the classroom where all would discuss it and make the final decisions.

The board of education had previously arranged for a small feed lot near the edge of town. Farm shop classes had constructed the fences, feed bunks, and

cattle shed several years ago when the class feeding project was in its initial stage.

The boys financed the project by borrowing money from a local bank, signing a blanket note for \$1,150 and paying interest at 6 percent. The instructor was elected treasurer of the project and all bills were paid by check. Each boy was given a blank check book which he used to write checks for the classroom bank. These checks were duplicates of the official checks written by the instructor. All bills were figured in the classroom and payment was authorized by the class.

The calves were insured against loss in the feed lot from any cause. They were also insured against loss during transit to market. All feed was first estimated and then weighed out to the calves. Each boy kept an accurate record in his class project notebook. The

Continued on page 14

The American Vocational

HARMONY and optimism were the over-tones easiest to catch during the proceedings of the convention of the American Vocational Association held December 13 to 15 at Philadelphia.

While there were clashes, enough to keep the meeting from growing monotonous, there were conspicuous attempts everywhere to iron out difficulties and, as the convention broke up, a mood of good will and fraternalism swept over the group which promises much for future loyalty and cooperation in the cause of vocational education.

Optimism was everywhere manifested. The large attendance at the meeting was encouraging. One heard on every hand of the progress, on an unprecedented scale, of vocational education in the states. Workers in agricultural education were enthusiastic over the gains made by the Future Farmer movement and the prospects it is opening up. Adult education, in all its forms, was reported to be making surprising strides. The legislative committee brought good news as to the prospects for increased federal funds for the expansion of the program. Recognition of our work by business leaders was noted. Evidence was presented that there is more professionalism and less politics in the management of our state programs. For the first time, we are to have a magazine devoted entirely to agricultural education interests. Why not be optimistic?

Satisfaction with the progress made during the past year was expressed in the re-election of Director R. L. Cooley of the Milwaukee Vocational School as president, and of Charles W. Sylvester, Director of Vocational Education for Baltimore, as treasurer. The agricultural representatives on the executive committee, State Supervisor L. R. Humpherys of Utah, holds over another year so that there was no election to this position. J. D. Blackwell, Maryland state director, was re-elected secretary of the agricultural section. The continuance of practically the same personnel in all positions insures the continuance of the association's policies of the past year.

Hope and confidence were also promoted by the good state of the association's treasury. Because of a sizeable surplus, it was possible to vote an investment of \$3,500 in a two-year study of adult education to be conducted by the committee on adult education, headed by Dr. C. A. Prosser, director of Dunwoody Institute at Minneapolis.

New Orleans was chosen as the site of the next convention which will be held just before or just after Thanksgiving, 1929.

A Resume of the Agricultural Section Program

PROFESSOR W. G. CRANDALL of the State College of South Carolina opened the program on Thursday afternoon with a paper describing a unique plan of training students for the teaching of evening classes, which is in vogue at his institution. Students are given actual practice in the organization and teaching of summer evening classes in the neighborhood of the college. In connection with this work, there has been an attempt to measure the increased financial returns on the farms of those instructed and also to measure the extent to which these increased returns were due to the special training of the teachers for evening school instruction.

progress of student organizations in agriculture, tracing phenomenal progress along these lines during the past year. Attention was called to the fact that North Carolina maintained a summer camp for students in vocational agriculture which enrolled more than 1,200 boys last summer and that the Future Farmers of Virginia have more than \$1,500 in their treasury. During the discussion following Mr. Newmann's paper, Mr. H. O. Sampson, state supervisor for New Jersey, brought out the fact that New Jersey has had a Future Farmers organization, under that name, since 1923.

Mr. T. E. Brown, state director for North Carolina, emphasized the need for measuring our results in agricultural education and put forward the ten

points considered in the selection of master teachers in the Southern region as suggested criteria for a measurement program.

Dr. C. H. Lane, chief in agricultural education for the Federal Board for Vocational Education, discussed briefly the recommendations of the conference committee representing the United States Department of Agriculture and the Federal Board for Vocational Education with respect to the relationships of workers under the Smith-Hughes and the Smith-Lever acts. These recommendations had been accepted tentatively by the Association of State Directors earlier in the week. They will be given to the public by the federal board in the near future. In the balance of his talk, Dr. Lane dealt with the relations of teachers of vocational agriculture to the various national fairs and contests. He reported that, beginning next fall, vocational agriculture will

Current Membership in the American Vocational Association

(From data supplied by Z. M. Smith, Secretary, Dec. 24, 1928)

Alabama	172	Nevada	26
Arizona	20	New Hampshire	1
Arkansas	52	New Jersey	146
California	140	New Mexico	22
Colorado	60	New York	875
Connecticut	75	North Carolina	95
Delaware	97	North Dakota	33
Florida	61	Oklahoma	61
Georgia	222	Oregon	55
Idaho	23	Ohio	450
Illinois	1,015	Pennsylvania	932
Indiana	304	South Carolina	1,281
Iowa	165	South Dakota	1
Kansas	97	Tennessee	106
Kentucky	2	Texas	209
Louisiana	3	Utah	37
Maine	76	Vermont	5
Maryland	81	Virginia	238
Massachusetts	14	Washington	1
Michigan	192	West Virginia	30
Minnesota	55	Wisconsin	726
Mississippi	60	Wyoming	7
Missouri	343	District of Columbia	16
Montana	1	Canada	6
Nebraska	6	Scotland	1
			8,696

The entire study is now available in printed form from Dr. E. H. Shinn of the United States Department of Agriculture.

Mr. A. K. Getman, New York state supervisor, presented a thorough analysis of the activities of persons engaged in itinerant teacher training. The discussion following his paper brought out the general popularity of plans of training in service in the various states represented at the convention.

The paper of Professor B. A. Walpole of Michigan State College was read by Mr. F. A. Smith of the East Lansing, Michigan, high school. It contained a severe arraignment of present methods of teaching in the agricultural colleges, attributing to poor teaching the recent decline in enrollment. The discussion of this paper brought out points of view quite in contrast to those presented by the writer.

The Friday morning program was opened by Mr. W. S. Newmann, Virginia state supervisor, who reported the

have a permanent building at the new National Dairy Show grounds at St. Louis. He encouraged particularly the development of the livestock exhibits of the vocational students at the Kansas City Royal.

Mr. Paul W. Chapman, Georgia state director, contributed a pamphlet on "The Use of Farm Magazines in the Teaching of Vocational Agriculture," which he is using not only to interest agricultural teachers in greater possibilities in this field but to encourage greater interest in vocational agriculture on the part of farm editors the country over. Copies of Mr. Chapman's statement are available from his office at Athens, Georgia.

Mr. R. D. Maltby, agent of the federal board for the Southern region, presented the opening paper at the last of the three agricultural sessions, setting forth the weaknesses of our current program of supervised practice in no uncertain terms and suggesting a series of very definite standards by which such

Association Convention

work should be judged.

State Supervisor L. R. Davies of Colorado, reported a study of state programs and the judgments of state supervisors in the field of supervised practice. This paper is available from its author.

Unit courses, part-time and evening schools were then successively discussed by three state supervisors, Verd Peterson of South Carolina, L. M. Sasman of Wisconsin, and J. H. Pearson of Nebraska. Very remarkable progress along these lines in the states dealt with was evidenced. The successful experience of Wisconsin in dealing with part-time schools, usually considered to be the most difficult of the three to manage, was of particular interest. Three distinct types of part-time schools have been developed by Mr. Sasman to meet the needs of various groups and sections and all have proved successful.

The principle item of business was the approval of *Agricultural Education* as a magazine to be published in the interests of the section and to be directed by an editing-managing board of its choosing.

There was considerable discussion of the report of the Committee on Insignia, headed by J. A. Linke, agent of the federal board for the Central region. This report was unanimously accepted so that the approval of the body is given to the button selected as a result of the Welch competition of last year. The Future Farmers' button, chosen at Kansas City in November, varies from this one only in that "F.F.A." is inscribed on the front and the initials of the state chapter may be engraved on the back. A sample of a chapter charter for the Future Farmers of America was also displayed. The vocational agriculture insignia are available on buttons, shields and standards from the W. M. Welch

Scientific Company of Chicago. The Future Farmers buttons are manufactured by the L. G. Balfour Company of Attleboro, Massachusetts, and cost from 19 to 21 cents each.

Dr. C. E. Myers of Pennsylvania, and Dr. F. W. Lathrop of the University of Minnesota, reported for the Research Committee of the section. Dr. Myers noted the participation of fifteen states in the committee's study of the results of instruction in vocational agriculture and outlined a proposed procedure for the coming year. Dr. Lathrop reported an extensive study of project records in 20 states. The committee was ordered by unanimous vote to continue its labors. Expressions from the floor favored giving more time and attention to this phase at coming conventions.

A number of the papers presented at this meeting will be reproduced in the next few months in the A. V. A. News Bulletin and in this magazine.

Pointed Convention Remarks

ID rather give up all resident teacher training than to give up any itinerant training. Our most effective work is in teaching teachers how to teach while they are teaching and where they are teaching."—Dr. R. W. Stimson, State Supervisor for Massachusetts.

"There has been a phenomenal growth in professionalism among teachers of agriculture during the 19 years I have been connected with the supervision of agricultural education. Our New York teachers of vocational agriculture were declared by those in charge of the New York Rural Survey to be the best prepared technically of all the groups studied. We are developing a professionalism akin to that we so much admire in the medical profession."—A. K.

Getman, Chief in Agricultural Education, New York State Department of Education.

"The research function of the local teacher of agriculture is just as real and just as dignified as that of the college professor."—Professor R. M. Stewart, Department of Rural Education, Cornell University, Ithaca, N. Y.

"Twenty-five states have now formed or are forming state organizations of Future Farmers. Student organizations are a part and parcel of instruction in vocational agriculture."—W. E. Newmann, State Supervisor for Virginia.

"I am glad that vocational agriculture is getting to the point where it is willing to face facts."—Professor S. L. Chesnut, Alabama Polytechnic Institute.

"I believe we can develop skill in thinking just as well as skill in doing operative jobs. Project plans do not ordinarily represent good thinking. It is more important to develop the boy's ability to make managerial decisions regarding his supervised work than to be sure that his decisions are always right. The objective of supervised practice is to increase the ability of the boy to think and work skillfully."—R. D. Maltby, Agent for the Southern Region, Federal Board for Vocational Education.

"Continuation and multiple projects are not impossibilities and should be encouraged."—L. R. Davies, State Supervisor for Colorado.

"Teachers of vocational agriculture appreciate the importance of habit formation. In fact, they are leaders, among the teachers of the nation, in using methods designed to fix desirable habits. But is there any habit more important than that of reading the 'literature' pertaining to one's job?"—Paul W. Chapman, State Director, Georgia.

Cooperative Movements

By L. R. HUMPHERYS, State Supervisor, Utah

ONE of the great needs in agriculture today is cooperative movements among the farmers. We need with the farmers not only "leadership" but good "discipleship." This need was one of the most logical reasons for appropriating federal funds to assist the respective states in setting up programs which would have for one of the basic principles teaching farm boys how to cooperate in buying, selling, and in other ways pooling their interests for common good.

Cooperative movements are altogether too rare in the field of agriculture today. Several developments in the Utah program of vocational agriculture are encouraging from this point of view.

Three vocational agriculture departments in Utah have organized purebred sheep cooperatives. These organizations are on a business basis, with a constitution and by-laws governing the activities of the organization. The boys in these organizations bargain collectively in buying sheep, selling sheep, renting pasture, in the selection of rams for breeding, marketing wool, etc. In fact, in the Heber Hampshire Cooperative, the boys bring their wool to a common

center, grade and sack it, and sell to one buyer.

To visit one of the meetings of the officers of this organization gives a person a thrill and portrays the thing which is lacking in agriculture today, viz., "organization for the common good."

Utah farmers have a unique cooperative in what is known as the Utah Poultry Producers Association. This organization in many respects is like the farmers' organization of Denmark. It has secured experts in both production and marketing and is selling its products to a chain of stores in eastern markets, for top prices. It is growing by leaps and bounds.

The interesting thing from a vocational point of view is that the majority of agriculture boys with poultry projects are becoming members of this cooperative and learning the game early. They sell their eggs and poultry to the association. The future farmers of Cyprus High School will have nearly a carload of capons this year to market with the association.

Another cooperative movement has been started in Utah which promises to

accomplish a great deal in an administrative way. This state has adopted what is termed "Project Completion Day." On this day which is set at the close of the year's harvest, the county agent and specially appointed Farm Bureau members join the agriculture teachers in inspecting project record books, assisting in checking the project analysis sheet, the final summarized sheet, inspecting the project and in other ways rounding out the year's work.

In Weber County High School last year this day was a most successful day. At the conclusion of the day's efforts, those who had completed their work satisfactorily were taken to a theater in the early evening and the day's events were concluded with a chicken dinner. All are looking forward to Project Completion Day.

Farmers will be saved only as fast as they are able to cooperate together in movements which are designed for their common good. Vocational agriculture organized in our American school system should stress cooperative movements.

Future Farmers

IT is our pleasure to present in the first issue of *Agricultural Education* the detailed minutes of the first Congress of the Future Farmers of America, held November 20, 1928, at the Baltimore Hotel at Kansas City, Missouri. Much space will regularly be given to the activities of all kinds of organizations of students in vocational agriculture and these will be treated under the generic head given above, which has now been made official for the country at large. It is expected that for a long time, and probably permanently, there will be quite wide variations in the organization and management of student organizations in the various states. It is our understanding that there will be no attempt on the part of the national organization to standardize the details of state procedure. Consequently, it seems that this new organization is one in which all may share and that the adoption of its name as the heading under which to treat the activities of all student groups in the country is justifiable.

Mr. Henry C. Groseclose of Virginia, who has been actively identified with this movement from the beginning and who is the executive secretary of the new national organization, will edit these materials for us. A departmental organization will not, however, be rigidly followed.

The Minutes of the Organization Meeting at Kansas City

The meeting was called to order by acting President Dr. C. H. Lane at 2:30 p. m.

The following talks were given:

"Aims and Purposes of the F. F. A. Organization," Dr. C. H. Lane, acting President, Future Farmers of America.
 "The Part the Member Plays in an Organization," George R. Collett, President, Kansas City Stock Yards Company.

True Story, John F. Case, author of "Tom of Peace Valley."

Delegates then reported the progress of the organization by states. A summary of these reports follows:

Oregon—Neal Thompson. No state organization at present, but the delegates are going home and help the state supervisor of agriculture perfect an organization. By the time of the next annual meeting Oregon will have a charter.

South Carolina—Wallace Grant. This is the second year South Carolina has had a state organization of Future Farmers. Now have 2,000 members. Last year the state president was sent to Denmark to study agricultural education. Nine boys were granted Planter degrees this year. Have made application for a state charter from F. F. A. Have a complete program of work. Expect to publish a state hand book.

Utah—Albert Banks. At the state fair this year, 300 vocational agriculture boys from 31 schools met and voted to apply for a charter from the F. F. A. Have a state organization at the present time. Expect to publish some kind of a magazine.

Michigan—Glen Munsel. Have no

state Future Farmer organization at present. Hope to become affiliated the coming year. The matter will be presented at the state judging contest where some 1,200 vocational agriculture boys will be told of this meeting.

Iowa—Herschel Hintermeister. No state organization. Most agricultural departments have local clubs. Expect to organize on the state plan.

Nebraska—Alvin Reimer. Have local agricultural associations, but no state organization. Expect to organize on state basis later.

New Jersey—Leslie Applegate. State organization called Young Farmers Association of New Jersey. Started October, 1923. Have local associations in all schools where vocational agriculture is taught. Have a vocational agriculture watch fob that was designed by an agriculture boy. Have published three year books. Voted at last annual meeting to apply for a charter from the F. F. A., and charter has been granted. Have a program of work for next year.

North Dakota—Howard Cree. At present 32 out of our 44 agriculture departments are in favor of affiliating with the F. F. A. We hope soon to apply for a charter.

Ohio—Lawrence Augenstine. We have at present 123 local clubs of the Townsend Literary Society with 900 members. It is expected that this state group will apply for a charter from the F. F. A.

Oklahoma—Ollie Duroy. Have a state F. F. O. organization that started two years ago. At present have 67 chapters. Last year we held four state encampments. F. F. O. boys won \$2,500 in prizes last year.

Kansas—Robert Paige. Have local agriculture clubs, and are getting started with a state organization.

Arkansas—Jesse Woodard. Have 54 local chapters of F. F. A. (Arkansas) with a membership of 1,175.

Arizona—Dwight Patterson. Held the first state meeting November 5, with 15 local chapters represented. Expect to become affiliated with F. F. A.

California—Arthur Ketterlin. Formerly had a state organization, but it has disbanded. Recently five local clubs have signified their intention of reorganizing a state association and becoming affiliated with the F. F. A. Application will be made for a charter.

Colorado—Don Godsey. No state organization at present. At a meeting of vocational agriculture boys held at the state fair this year with ten schools represented, it was decided to form a state association that later will ask to become affiliated with the F. F. A.

Idaho—Carrol Baker. No statewide meeting has been held to discuss the F. F. A. organization, but four district groups representing 19 out of 22 schools have discussed the matter, and it is hoped that a state organization will soon be perfected.

Wisconsin—Donald Godfrey. No state organization at present, but hope to have one by the next annual meeting of the F. F. A.

Virginia—Hampton Campbell. Report follows:

Prior to 1925-26 there were in oper-

ation in Virginia from 10 to 15 local organizations for students of vocational agriculture. These local organizations were accomplishing a great deal of good and it was generally felt that more organizations of a similar nature should be started and perhaps the local groups be brought together into a state organization. In October, 1926, a drive was launched in Virginia to establish local chapters of a state organization of students of vocational agriculture named the Future Farmers of Virginia.

Students of vocational agriculture thruout the state were very enthusiastic over the idea and by the time of the first state meeting in April, 1927, 72 local chapters had been formed. The main objectives pushed by the organization during this formative period were father and son banquets, school ground improvement projects, thrift banks, and agricultural exhibits. Results of the drive on these objectives were considered quite good, as 67 father and son banquets were held, 60 school ground improvement projects inaugurated and 40 exhibits displaying the supervised practice work of the students were displayed. Sixty thrift banks were in operation with a total of \$52,000 invested in savings accounts and \$80,000 invested in farming. The first state meeting of the organization was held at the state college in April, 1927, at which time state officers were elected, the constitution and by-laws adopted, a program of work set up, and 25 members were awarded the Virginia Planters degree.

The objectives of the organization for the year 1927-1928 included a drive for thrift banks, the completion of 90 percent of supervised practice enterprises, father and son banquets, the financing of judging teams to the National Dairy Show and the American Royal Livestock Show, and the investing of \$150,000 in farming.

The report of the executive committee at the 1928 meeting, which was also held at the state college, showed that the chapters had increased to 100 and the number of members to 2,400. Seventy-nine thrift banks had been in operation and 1,600 members had a total savings account of \$78,000 in addition to \$130,000 invested in farming. Fifty-two chapters reached the goal of 90 percent of their projects completed. Ninety-one chapters contributed \$419 towards defraying the expenses of the judging team. Eighty-two father and son banquets were held during the year. Forty-seven chapters staged agricultural exhibits and 16 chapters sponsored community fairs. Forty-nine school ground improvement projects were conducted and 32 chapters bought and sold agricultural produce and supplies cooperatively, and 55 plays, debates, etc., were given to raise money for various activities of local chapters.

The 1928 state meeting was held in April at Blacksburg and new officers were elected and the Virginia Planter degree conferred upon successful candidates. At this meeting it was decided that state dues of \$1 per member would be necessary for meeting the financial obligations of the organization. From

of America

money collected from dues the expense of judging teams to national contests are to be defrayed, pins are to be furnished the members as well as Virginia Planter keys, and judging awards are to be purchased from these funds. Chapter Chats, the official publication of the organization, has been published in printed form since March, 1928. So far this paper has financed itself thru advertising matter, but it may be that some money will have to be taken from the treasury to assist in publishing this magazine.

The objectives for the year 1928-1929 are as follows:

1. A thrift bank in every chapter, with 100 percent of members with savings accounts.
2. Ninety percent of the supervised practice enterprises to be completed during the coming year.
3. One hundred percent of members to pay their state dues by October 1.
4. Every chapter to hold a "Father and Son Banquet."
5. A total investment in farming and savings of a quarter of a million dollars by July 1, 1929.
6. Every chapter to hold a summer encampment or take a farm tour this summer, preferably with some other chapter or chapters.

The executive committee further recommends that a movement be started toward the establishment of a permanent F. F. V. camp in a suitable location in Virginia.

It is anticipated that there will be approximately 105 local chapters in operation during the current year, and to date 1,200 members have paid up their annual dues. From these dues sufficient money has been taken to finance the judging team to Memphis and a livestock judging team to Kansas City.

Following the report of the delegates, the annual report of the Board of Trustees was given by the executive secretary, Mr. Henry Groseclose.

Future Farmers of America Meeting of the Board of Trustees Held November 18, 1928

Present: Dr. Lane, Messrs. Maltby, Linke, Groseclose, and Sampson.

The following motions were adopted: That this year one key only be awarded to each state having delegates at the national meeting.

That, as far as possible, the keys be awarded to the delegates present at the meeting this year.

That the trustees present the following recommendations to the delegates: (1) That the constitution be amended to read "that the insignia of the organization be the owl, the plow, and rising sun, surmounted by the eagle grasping the coat of arms of the United States and a bundle of arrows, with the letters F. F. A. across the central part of the emblem and the words Vocational Agriculture in small letters inserted at the base of the kernels of corn.

The L. G. Balfour Company of Attleboro, Massachusetts, were designated official jewelers and given a two-year contract.

That the present Board of Trustees

meet in Richmond, Virginia, 30 days after this annual meeting.

That proper steps be taken by the present officers to secure a national charter from the Congress of the United States.

(2) That the by-laws be amended by striking out Section V. (3) That the dues for the school year 1928-1929 be 10 cents per member, based on membership as of January 1, 1929, and payable on or before June 30, 1929.

That the executive secretary be asked to prepare a handbook for the F. F. A.

That the executive secretary be instructed to grant charters to all state associations that have applied for them. —H. O. Sampson, *Acting Secretary*.

Kansas City, November 18, 1928.

The next order of business was the awarding of keys to American Farmers. Previous to the meeting credentials of boys who had passed the state farmer degree or were eligible to this degree were examined by the members of the Board of Trustees and the following were given the award this year:

Elsnier Beall, Arkansas; Arthur Ketterlin, California; Carrol Baker, Idaho; Leslie Applegate, New Jersey; Lawrence Augustine, Ohio; Theodore Westerling, Utah; Ollie Duroy, Oklahoma; Guy Whitestone, South Carolina; Norman Larson, North Dakota; Joseph Beard, Virginia.

The keys were presented by Robert Maltby, Advisor of F. F. A. at the banquet for vocational agriculture boys held in the Baltimore Hotel, following the adjournment of the F. F. A. meeting.

The last order of business was the reports of committees. These reports follow:

Report of Nominating Committee

Given by Sam Pickering of Arkansas. President, Leslie Applegate, New Jersey; first vice president, Alvin Reiner, Nebraska, North Central Region; second vice president, Lawrence Augustine, Ohio, Eastern Region; third vice president, Sam Pickering, Arkansas, Southern Region; fourth vice president, Arthur Ketterlin, California, Western Region; student secretary, Don Godsey, Colorado; executive secretary-treasurer, Henry Groseclose, Virginia; adviser, Dr. C. H. Lane, Washington, D. C.

Following this report, there being no other nominations, the secretary was instructed to cast a ballot for these officers and they were declared elected.

The auditing committee reported as follows:

Liabilities

Central Publishing Company..	\$ 10.00
Welch Company (for charters)	20.00
National Seal Company (for national seal)	30.00
Hurff & Jones (for keys)	120.00
Lettering charters	2.50
Fees for securing charters.....	38.00
	<hr/>
	\$221.00

Assets

Received from 6 states for state charters: the states of Virginia, California, South Carolina, Arkansas, Oregon, New

Jersey, of which each paid \$5..	\$ 30.00
Liabilities	\$221.00
Assets	30.00
	<hr/>
	\$191.00

The program of work committee gave the following report of a suggested program of work for local state and national chapters. After a brief discussion, the report was adopted and the secretary instructed to send a copy to each state.

F. F. A. Program of Work for 1928-29

For Local Chapters—

1. Members of local chapters will work toward enlisting boys in the community and secure enrollment in the agriculture class.
2. That the local chapter assist the agriculture instructor in the making of farm surveys in order that firsthand knowledge be obtained as to the relative merits of the various phases of farming and check the progress of the vocational instructor.
3. That at least one meeting a year be held on outdoor life.
4. That each local chapter hold: (a) a Father and Son Banquet; (b) at least one camping trip in a body; (c) a project tour and the class score the projects.
5. A thrift program in every chapter.
6. That at least one cooperative project be conducted in one of the following lines: (a) Production; (b) Marketing; (c) Buying; (d) Financing.
7. That local chapter should encourage all members to take such projects and pursue such activities in supervised practice as will help develop confidence in handling of complex farm problems.
8. That the executive committee of each local chapter check the vocational plans of the prospective candidates for election, help those in the chapter to carry out their plans and ask for the minimum standard set.
9. That the local chapter encourage leadership thru: (a) Debates, public speaking; (b) membership of working committee; (c) community activities.

For State Chapters—

1. That the state chapter keep the public informed, thru the newspapers, of the activities and accomplishments of the membership.
2. Provide statewide debates, public speaking, contests, etc.
3. Provide for suitable awards for achievements.
4. Provide a state encampment, fair school, or some other form of get-together meeting.

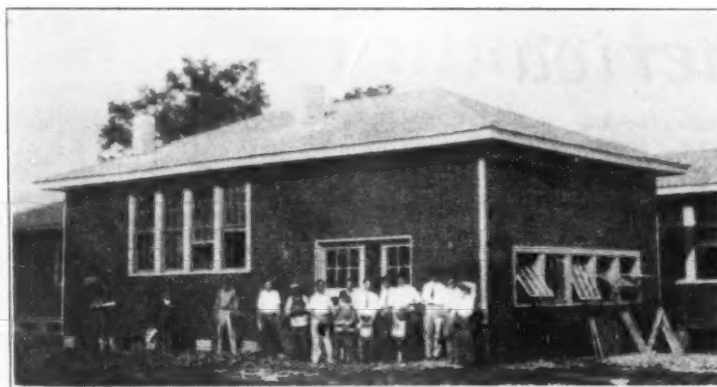
For the National Chapter—

1. Encourage and help unorganized states perfect a state organization.
2. Encourage and foster national judging contests.
3. To work out a ritual for use in local, state and national chapters.
4. To provide, thru the National Congress of Vocational Agriculture Students, larger opportunities for the development of leadership and for giving national recognition to the outstanding achievements of the Future Farmers of the different states.

The resolutions committee gave the

Continued on page 14

*Culkin Academy
vocational building*



*Advanced class in
vocational agri-
culture*

A Mississippi Community Builder

By D. P. WILLIAMS, State Supervisor, Mississippi

CULKIN Academy Consolidated school located four miles east of Vicksburg, Mississippi, under the leadership of W. W. Broome, principal and teacher of Vocational Agriculture, is typical of a number of communities in Mississippi and other states where there has been some doubt as to whether there exists a real need for a department of Vocational Agriculture. This doubt no longer exists in the minds of the administrative force in Mississippi if the proper leadership is given. For a number of years Mr. Broome has been constantly on the job in this community and today his efforts are ripening into realities that have much to do with the happiness, prosperity, and ambition of his people. Some of the mediums used and accomplishments obtained are given in a report recently made by Mr. Broome.

"Entertainments, lectures, and instructional programs conducted at the school on an average of twice a month.

"Newspaper article relating to community progress or school activities on average of twice a week during school year and once a week during vacation.

"Signs along the road advertise community.

"School farm serves real purpose as aid to instruction. Most striking results of experiments conducted at state experiment stations replicated on school farm. Last year variety and fertilizer tests with cotton, corn, sweet potatoes, Irish potatoes, tomatoes, soy beans, and winter crops conducted on school farm. Small nursery of peaches, pecans, and ornamentals maintained. Registered Jersey bull obtained from I. C. railroad maintained at school for community service. Small herd of registered Jerseys and flock of high production standard bred S. C. White Leghorns maintained by the principal and used for instructional purposes.

"Abundance of exhibit material produced and collected by principal-agriculture teacher makes possible frequent demonstration displays at the school and in the windows of local banks and business houses. One field test and exhibit prepared therefrom was largely instrumental in practically eliminating the sale of uncertified seed Irish potatoes in Vicksburg.

"A farm program for the community

has been set up by the vocational teacher and approved by the board of trustees with four or five major cash enterprises with supporting enterprises, and one visible result is the increase in cotton production in this community. Six years ago, practically no cotton was grown in this community. There are between 1,500 and 2,000 acres planted to cotton in this community this year all of the Delfos and D. & P. L. strains. Most of the farmers are now making definite plans towards keeping and improving a small herd of dairy cows. Several farmers have large flocks of purebred poultry.

"A mammoth incubator has been installed by an individual within a stone's throw of the school where some 40,000 chicks were hatched this spring. This project is typical of many other enterprises in the community where an individual is employed otherwise in Vicksburg and other members of the family conduct poultry or trucking enterprises.

"Boys' home projects last year averaged \$164.25 per boy.

"Typical farm skills being developed by boys in farm shop and home projects.

"Home economics department maintained for the girls.

"4-H club membership encouraged among those ineligible for vocational instruction.

"Evening school for adults conducted annually during winter months.

"There are several important developments in this community that I cannot report, yet they are the result of promotional work that I have been carrying on. For instance, the first word ever said in Warren county about a County Health Unit was said at my farm school two years ago when we had Doctor Underwood to make a talk upon this subject. I agitated the idea with the board of supervisors. The proposition of grading milk has brought about tremendous changes in dairy facilities among the dairymen. We have agitated dairying continuously. This spring and summer at least three new dairy barns with up-to-date conveniences and modern improvements have been built and others remodeled to qualify the owner for selling grade A milk. This is not the result of anybody's direct effort, but is the result of a movement that I claim no small part in. Following these im-

provements, the dairymen seem to be greatly stimulated to do the whole thing right. Several of them are seeking purebred bulls, others of labor saving equipment.

"Several additional homes have been remodeled or otherwise improved recently that I cannot claim any direct responsibility for, yet I do feel that I am very largely responsible for the sense of pride that has gripped this community and caused many of the improvements with which you are in a measure familiar.

"For three years I have been working for an extension of the city electric lines into this community. Of course, my efforts were not all direct, but thru commercial agencies who would be benefited by being able to turn on city lights. Along with the same movement, I seized upon the idea of the vast amount of money the telephone people are spending in the South for rural extensions and by the last of next week telephones will be installed in about 15 homes in this community.

"We have been successful in getting ice delivery and evening paper delivery in this community recently. As a result of the dairy survey and the compilation of the data obtained and report made (the last two items I did for the entire county without aid), the Seale-Lilly Ice Cream Company opened a cream station for Armour and Company at the former's factory.

"I do not claim that all of these accomplishments can be attributed to the Smith-Hughes department of Culkin Academy, but I do claim that this department has been the greatest contributing factor in the long process of obtaining these benefits. Thru publicity we have initiated the idea and by keeping that idea constantly before the public this community is slowly realizing benefits that were thought fanciful a few years ago.

"Attention is called to these items as being some of the greatest benefits that a Smith-Hughes department can bring to a community. These improvements certainly indicate economic improvement as well as community pride, because it takes increased income to make these things possible and in many instances these increases have come from the farms."

Professional News

Introducing the Departmental Editor

BEGINNING with the next issue, this page will be regularly conducted by Professor R. W. Gregory of Purdue University, Lafayette, Indiana. Professor Gregory is one of the pioneer itinerant teacher-trainers of the country, a man known for his practicality, his vision and his enthusiasm. His close contacts with the men on the firing line and his knowledge of their interests and needs guarantees that this department, at least, will be worthwhile for the rank and file of the profession.

Professor Gregory has had a large part in the development of the Indiana organization of agricultural teachers into one of the strongest in the country with 100 percent membership and dues of \$3.50 per year. He recognizes the great contribution which groups of this sort can make to the cause of vocational education and proposes to assist the struggling and loosely affiliated clubs found almost everywhere in the country, mainly thru bringing them interesting reports of the activities of other organizations. It is hoped that all kinds of groups of students, teachers and administrators in the field of agricultural education will send to Professor Gregory or to the general editorial office accounts of their activities of general interest.

The department will also report such activities of other educational groups as are of especial interest to agricultural teachers, with particular attention to those of the American Vocational Association.

Professional Organizations for Teachers of Agriculture

By R. W. Gregory

THE American Vocational Association, the national organization representing the collective forces backing vocational education, is an outgrowth of a movement started about 1905 by a few farsighted and keen thinking educators. In its early days it was largely identified with industrial education and had as its initial title, "The National Society for the Promotion of Industrial Education." Such men as Charles Prosser, Charles Richards, Charles Allen, and David Snedden were instrumental in its beginnings. Today vocational education has a real professional organization in the American Vocational Association with which all forms of vocational education are identified.

Vocational agriculture teachers throughout the United States have always been loyal in their support of professional organizations and they are no less so in their attitude and actions toward the American Vocational Association. At the present time 39 states have associations affiliated with the American Vocational Association and in most instances the vocational agricultural teachers form an important cog in their state associations. Quite frequently it has been the vocational agriculture teachers in their own organizations who have furnished the impetus for a state

vocational association. In a large majority of the states practically 100 percent of the agriculture teachers are members of the American Vocational Association. A few days ago a leader in another field of education remarked that he wished their teachers would show the same solidarity of organization that the vocational agriculture men show. He was envious of the agriculture teacher and his professional spirit.

Within three years time the membership in the American Vocational Association has grown from 1,244 to over 7,000. In the same time state associa-

"And He Went Among the Villages of Galilee Teaching"

*Of all the great of that Augustan age
Toward honor, fame and riches reaching,
No name is larger written on its page
Than His who spent His days in teaching.*

—JOHN H. FINLEY.

tions affiliated with the American Vocational Association have grown from 5 to 39. Of the 9 states not having affiliated associations, 4 are located in the West, 4 in the East and 1 in the South.

If any states does not as yet have a strong state organization supporting vocational education the vocational agriculture teachers of that state should see to it, no later than their next annual meeting, that they have one. If vocational education in agriculture is to grow and progress it must present a unified front and work in an organized and systematic way. No individual teacher can afford to remain for long unaffiliated with either his state or national vocational association.

Georgia and Texas Organize "Ten Year Clubs"

STATE SUPERVISOR C. L. DAVIS of Texas reports that during the annual judging contest at the A. and M. College a club of "Ten Year Fellows" was organized. The accompanying picture shows them as they appeared at their meeting during the summer conference of 1928.

Officers of the Texas Ten-Year Fellows are: J. M. Wilson, Marlin, president; J. P. Dewald, Mission, vice president; and Taylor White, Tahoka, secretary-treasurer.

The requirement for membership is 10 years' service as a teacher of vocational agriculture with a minimum of one year in Texas. Directors, supervisors and teacher-trainers may be elected honorary members if they meet the qualifications set up for teachers.

Constitution and by-laws have been adopted and printed. Meetings planned for the group will be both social and professional in nature. A picture of the members appears on page 15.

Georgia has recently organized a similar club, the charter members of which are Paul W. Chapman, L. M. Sheffer, C. L. Veatch, W. H. Sorrells, J. K. Callahan, C. S. Hubbard, A. H. Johnson, V. P. Corbett, and M. W. McKee.

Selecting Farm Mechanics Projects

By M. A. Sharp,

Assistant Professor Agricultural Engineering, Iowa State College

WHAT are the main differences between an exercise, a problem, and a project? This question put to seniors who expect to teach Farm Mechanics next fall brought the following definitions:

Exercise: A job designed to develop manual skill. The student follows directions, does very little thinking, and the finished product is of no practical value.

Problem: A job designed to develop mental skill and get interest in the subject. Does not involve much manual labor.

Project: A job designed to develop both mental and manual skill. It involves the solution of one or more problems and the finished article is of practical value.

This question was asked in connection with a problem on selection of subject matter for high school shop courses, and the conclusion was that problems and projects should be used rather than exercises. However, there are all kinds of projects, and selecting those which will fit the course and the boy is quite a problem. In listing the factors to be considered we found them very similar to those in the problem score card worked out by the Vocational Education department, so we took their score card and revised it so it would apply to shop projects. We have used it in selecting all our shop projects and find it very helpful. The chief difficulty is to find projects which we can get thru the score card. We also found that this score card could be used very effectively in selecting subject matter for any course involving laboratory work. Try it on the material you have been using in your classes and see how quickly half of it is eliminated. If the score card is right, much of our subject matter is wrong. Tell us your results after you try it.

Agricultural Engineering Department
Iowa State College

SHOP PROJECT SCORE CARD

- | | |
|--|-----------|
| Practical | 15 |
| Will the knowledge gained, the skills developed, or the object made be of practical value? | |
| End Worth While | 20 |
| Will it save time, labor or money? Will it give the training the boy will need in the future? Will it help him enjoy life? | |
| Interesting | 15 |
| Will he have use for the object or training outside the shop course? Will he see the relation of this project to the rest of the course? Does it appeal to his natural impulses? Is it | |

Concluded on page 16

Evening Classes

Growth of Evening Work in South Carolina

DURING the year just passed 4,236 white farmers were enrolled in evening class work in South Carolina, working with improved practices on 72,090 acres of crops of all kinds, 340 head of cattle, 85 hogs and 43,250 poultry.

For the previous year there were 1,776 white farmers enrolled in evening classes, working on improved practices on 19,912 acres of crops, 231 cows, 26,133 poultry, and 281 hogs. The value of the improved practices growing out of this instruction was \$160,369.77. Some of the improved practices resulting were: fertilizing cotton, controlling boll weevil, fertilizing and storing corn, feeding and culling poultry, fertilizing and changing the dates of planting and varieties of oats, fertilizing tobacco, and improved feeding of hogs and dairy cattle.—From annual report of state supervisor.

Colorado Evening Schools in Cooperative Marketing

DURING the winter of 1927-28, Colorado conducted 14 evening classes in cooperative marketing, employing as instructor Mr. Robin Hood of the Tennessee Cotton Growers Association, and editor of the Cooperative Marketing Journal. The course of study used in these schools is reproduced below from the Colorado Vocational Messenger.

Course of Study for Colorado Cooperative Marketing Schools

1. *Three Steps—Organize, Standardize, Merchandise.* This session will be devoted primarily to the importance of grading and standardization in cooperative marketing.

2. *A Survey of Cooperative Marketing in the United States.* The present status of the cooperative movement in various commodities; the national viewpoint; basic principles, motion pictures.

3. *The Economic and Historic Basis of Cooperative Marketing.* Transition from self-sufficing to dependent agriculture and the business changes it brought about, leading to cooperation; agrarian revolutions; Rochdale; beginnings in Denmark.

4. *The Place of Pooling in the Cooperative System.* Expense pools; settlement pools; optional settlement pools.

5. *The Business Structure of Cooperatives.* Types of organization; assembly and field service; how cooperatives are financed; making sales policies.

6. *The Development of Cooperative Contracts.* By-law beginnings; maintenance clause; exclusive dealing; agency contract; sale and re-sale contract; liquidated damages; injunction and specific performance.

7. *The Laws of Cooperative Marketing.* Standard state acts; Clayton Act; Capper-Volstead Act; Cooperative Act of 1926; other enabling acts; court decisions that effect cooperatives in a significant manner.

The Outlook for Evening School Work

H. M. Skidmore, California

It was logical and proper that we should have turned first attention to that vast group of farm boys in high school brought together by the machinery of school organization, those countless thousands who are daily working out their apprenticeship at their trade—farming.

"But once that phase of the program was substantially under way it was inevitable that we, while continuing to minister to that group with one hand, should reach out with the other to those beyond the pale of day school and proceed to build a program for them. In the day school, we deal with apprentices, in the evening school with journeymen workers.

"Boys of high school age are yet too young to understand the full significance of vocational education. They do not know, in vast numbers of cases, whether they need to learn the farming game. If they do not feel the need of it they will not want it and if they do not want it they will not take it—at least not sufficiently seriously to carry them beyond the first stages of their responsibility. Then if no further help is provided they will be left in the position of gaining further knowledge by the expensive "pick-up" method, as Allen terms it. It is in that time when, as adult farmers, they come up against man-sized jobs that they will appreciate the need for specific instruction and will welcome it. The mass of adult farmers today, even without the preliminary training these boys are getting, show a surprising willingness to set themselves to the task of thinking thru their problems in conference. How much greater eagerness may we expect from the present-day group of boys when they in turn stand in their fathers' shoes. Any program that neglects this field is bound to be incomplete and unsatisfactory since it will be training the relatively few for their first responsibilities and neglecting the many in their real need.

"Undoubtedly this, the evening school, is the biggest, most important uncultivated field lying before us in vocational education in agriculture."—Excerpt from address at annual convention of the American Vocational Association at Los Angeles, December, 1927.

8. *Responsibilities of Members, Directors and Management.* Field service and what members think; duties of members; duties of the directors; duties of the management; interrelation between these three groups; cooperatives

that have failed.

9. *Things Cooperatives Can and Cannot Do.* Getting a true conception of the possibilities and limitations is of primary importance.

10. *Current Problems of Cooperation.* The dissatisfied member; the free-rider or non-member; surpluses; compulsory cooperation.

Each lecture was illustrated with motion pictures or charts or blackboard outlines and was followed by a period of discussion in which everyone attending was invited to participate. Opportunities were furnished to those desiring to take special assignments to be reported to the class.

All classes were held in cooperation with the county extension agents in the various counties.

The Colorado State Board for Vocational Education has decided that this is a legitimate type of activity and that it will assist in building an educational background upon which successful cooperatives can be built. It does not favor the active promotion of cooperative marketing enterprises by its representatives.

Evening Classes in Marketing Farm Products

By Z. M. Smith, State Director of Vocational Education, Indiana

INDIANA has had two years' experience in conducted evening classes in marketing farm products. The plan of organization and administration of these classes is unique. The classes are organized and the instruction is given under the direction of the Indiana Farm Bureau Federation in cooperation with the vocational education division of the state department of public instruction.

For the year 1926-1927, ten classes were organized. Each class met weekly for 10 weeks. Each class session was from 1½ to 2½ hours in length. The total enrollment in the 10 classes was 294. These classes were composed of landowners and renters in the proportion of 77 percent landowners and 23 percent tenants.

The types of farming represented were general farming 49 percent, dairy farming 41 percent, livestock farming 6 percent, and poultry farming 4 percent.

The average size of the farms represented was 158.7 acres.

Two teachers were employed to give the instruction. Each teacher had five classes. Each teacher met with one class on Monday evenings for ten weeks, one on Tuesday evenings, one on Wednesday evenings, one on Thursday evenings and one on Friday evenings.

These teachers were farmers of several years' experience. They were college trained. One had previously had experience as a teacher.

The communities in which the classes were organized were selected by the Indiana Farm Bureau Federation. The Federation organized the classes, selected the teachers and outlined the courses of study.

Concluded on page 16

Future Farmers of America

Continued from page 9

following report and the resolutions were adopted:

Report of Resolution Committee

We, the Future Farmers of America, a national organization of students of vocational agriculture, in our first annual congress assembled at Kansas City, Missouri, realizing that the present federal aid extended to the states for the instruction of vocational agriculture is inadequate to meet the present needs and to take care of future growth do hereby resolve:

That we are heartily in favor of the George-Menges-Reed bill now before Congress. We request that this bill be passed during the present session of Congress.

We further resolve that a copy of this resolution be forwarded to Senator Walter F. George of Georgia, Congressman Franklin Menges of Pennsylvania, and Congressman D. A. Reed of New York, sponsors of this bill.

We, the Future Farmers of America, assembled in our first annual congress, wish to extend our sincere thanks and appreciation to the following individuals and organizations who have helped us in making our organization a success:

Dr. C. H. Lane, of the Federal Board for Vocational Education; Mr. George R. Collett, President of Kansas City Stock Yards Company; Mr. J. F. Case, author of "Tom of Peace Valley"; Mr. R. L. Cuff, of Kansas City Livestock Exchange; The Kansas City, Kansas, Chamber of Commerce; The Kansas City, Missouri, Chamber of Commerce; The Hotel Baltimore; The American Royal Livestock Association; The Kansas City Public Service Company; The Kansas City Journal Post; Sears Roebuck and Company; Armour and Company; Ford Motor Company, Kansas City Star.

Following the committee reports, acting President Lane called on Mr. Henry, agricultural member of the Federal Board for Vocational Education, to tell the delegates something of the importance of organization among groups. Mr. Henry predicted that the F. F. A. would become a distinct power in furthering vocational education in the United States.

President Applegate was then called to the front and the meeting turned over to him. He told the delegates that he would give his best efforts during the coming year toward making the newly organized F. F. A. a success. He then called on each of the other officers for brief talks, after which the meeting adjourned.

Officers of Future Farmers of America for 1928-29

President, Leslie Applegate, Freehold, New Jersey; first vice president, Alvin Reimer, Beatrice, Nebraska; second vice president, Lawrence Augenstine, Ashley, Ohio; third vice president, Sam Pickering, Gentry, Arkansas; fourth vice president, Arthur Ketterlin, Santa Rosa, California; student secretary, Don Godsey, Yuma, Colorado; executive secretary-treasurer, Henry Groseclose, State Board of Education, Richmond, Virginia; adviser, Dr. C. H. Lane, Federal Board for Vocational Education, Washington, D. C.

Future Farmers of America

Committees appointed by Dr. Lane at special meeting November 18, 1928:

Nominating—Chairman, Sam Pickering, Arkansas; Lawrence Augenstine, Ohio; Alvin Reimer, Nebraska; Neal Thompson, Oregon; Howard Cree, North Dakota; Dr. Lane.

Auditing—Chairman, Robert Shaw, Ohio; Harry Gibson, Michigan; Arthur Ketterlin, California; Mr. Sampson.

Resolutions—Chairman, T. F. Kidd, Virginia; Wilbur Signer, Oregon; Millard Huey, Colorado; Reid Lockhart, California; Norman Larson, North Dakota; Mr. Groseclose.

Program of Work—Chairman, Glenn Munsel, Michigan; Leslie Applegate, New Jersey; Hampton Campbell, Virginia; Don Godsey, Colorado; Andrew Walberg, Nebraska, Mr. Maltby.

List of Delegates

Future Farmers of America, 1928.

Arkansas — Sam Pickering, Jesse Woodard.

California—Arthur Ketterlin, Reid Lockhart.

Ohio—Robert Shaw, Lawrence Augenstine.

Nebraska—Andrew Walberg, Alvin Reimer.

North Dakota — Norman Larson, Howard Cree.

Idaho—Carrol Baker, George Evans.

Oklahoma — Ollie Duroy, Ellwood Berry.

Utah — Theodore Westring, Albert Banks.

New Jersey—Leslie Applegate.

Wisconsin—Donald Godfrey.

Virginia—T. F. Kidd, Jr., Hampton Campbell.

Colorado — Don Godsey, Millard Huey.

Arizona — Dwight Patterson, Raymond Gilliland.

Iowa—Herschel Hintermeister.

Oregon—Wilbur Signer, Neal Thompson.

South Carolina—Wallace Grant, Carl Smoak.

Kansas—Robert Paige, Raymond Co-horst.

Michigan — Glenn Munsel, Harry Gibson.

Class Project

Continued from page 5

calves were weighed singly once each 30 days and all feed and other expenses were then summarized so that the boys could see how the project would stand if they were to sell the calves at that time. Two boys were on the weekly feeding schedule. The calves were fed a daily ration of shelled corn, cottonseed meal, corn silage, and alfalfa hay, consuming a total of 36 bushels, 120 pounds, 1,348 pounds, and one-fourth ton per steer of these respective feeds during the 170 day feeding period.

The boys sponsored a Feeders' Day Fat Calf Show two weeks prior to the sale of the calves. Each boy gave a report of the feeding data regarding one calf. A number of the boys accompanied the calves to Kansas City and witnessed the sale, the calves being sold at public auction and averaging \$14.30 per hundredweight. The boys realized a net profit of \$22.89 per steer and of \$21.13 per boy. Fifty summarized reports of the project were sent out to parents and beef men in the community. The sum-

mary also showed the amount of profit the boys would have received, had they sold on the open market.

The class project enabled the boys to study the following educational problems: market trends; selection of feeder calves; selection of feeder hogs; bargaining for and buying calves, swine, and feed; estimating the amounts of feed to buy; balancing rations; estimating and figuring weights and gains; figuring costs of gains; figuring interest charges; insurance charges, and inventory and depreciation of equipment; judging calves as to finish, gains, temperament, and market value; preparing ear for shipment; chartering car; figuring tonnage and freight rates; selling cattle on the open market; estimating and weighing feeds in the stack and bin; and the control of bloat and other feed lot difficulties.

Missouri Surveys Thrift Habits of Students

MR. C. L. ANGERER, Assistant State Supervisor of Missouri, has completed a study of the savings of 3,084 boys in 111 of the 119 high schools in the state having vocational agriculture.

He has found that 1,116 of these boys have checking accounts, time deposits, savings accounts or stocks and bonds aggregating \$258,655.09 or \$231.76 each. One hundred forty-five thousand eight hundred six dollars and five cents of this amount was invested in stocks and bonds; \$48,178.65 was on savings accounts; \$26,951.82 was the amount of the time deposits. Only \$37,718.57, or 14.6 percent, was on checking accounts, indicating that the boys tend toward relatively permanent types of investment.

It was found that a much larger percentage of the boys who had had one or more years of vocational agriculture had savings than did those in the beginning classes and that the average savings of this type of those who had had instruction in vocational agriculture was 22.8 percent greater than those who were enrolled for the first time. How much of this difference is directly traceable to such instruction would be a matter for further interesting study. There is justification, however, for the hypothesis that vocational agriculture, with its project program, does influence savings in something like the manner this study would indicate.

News of the Profession

H. M. Gardner has resigned his position as State Supervisor of Agricultural Education for New Mexico to become Vice-Dean of the New Mexico Agricultural College and head of its teacher-training department.

Professor R. W. Foard, formerly itinerant teacher-trainer of the Colorado Agricultural College, has entered the practice of law in partnership with his brother at Colorado Springs.

Dr. George W. Barr, formerly State Supervisor of Agricultural Education in Nevada, has been appointed Agricultural Development Agent for the Southern Pacific Railway Company, with headquarters at San Francisco. He is succeeded in Nevada by R. B. Jeppson.

Central Region Swings Into Future Farmer Program

AT the annual conference of the Central Region at Des Moines last spring, it was voted to accept the name "Future Farmer" as a general designation for organizations of agricultural students in all-day schools.

A non-secret form of organization was favored. State organizations were recommended. Provision for part-time students in the regular high school organizations or in societies of their own was urged.

V. E. Kivlin of Wisconsin was made chairman of a standing committee for the Region to work on this problem, with P. W. Danielson of South Dakota and J. B. McClelland of Ohio as his associates.

Western Region Approves Promotion of Student Organizations

THE Western Region accepted, at its April meeting, the recommendation of a committee headed by State Supervisor W. A. Ross of Wyoming that each state in the Region "proceed immediately to organize state chapters, with local units in each agricultural department" of a national organization of students in vocational agriculture. Mr. W. T. Spanton, regional agent, was authorized to represent the Region in the working out of such a national organization.

Alpha Tau Alpha Enters the South

ALPHA TAU ALPHA, agricultural education fraternity, made its entrance into the South during the past year by establishing a chapter at Peabody College, Nashville, Tennessee. During the past summer that chapter initiated a number of teachers of agriculture, as well as students in the college. Professor A. W. Nolan of the University of Illinois, is national president of this organization. Dr. K. C. Davis is president for the Southern states.

Frate Bull, who was chosen Tennessee's Master Teacher in 1928, has been appointed District Supervisor for Western Tennessee. He is concentrating on the development of an evening school program in his section.

P. W. Danielson, state supervisor for South Dakota since 1923, has entered the federal service as a supervisor of

Agricultural Education among the Indians of Oklahoma. Professor C. R. Wiseman of South Dakota State College has been looking after the state program, in addition to carrying his own duties, in the interim between appointments.

Professor E. H. Jones, head teacher-trainer and state supervisor of North Dakota, has drawn upon two other states for assistants this year. L. L. Seranton of the University of Illinois has become his assistant at the college. G. C. Cook of Nebraska is now assistant state supervisor.

Dr. C. V. Williams, professor of vocational education at Kansas State Agricultural College, is on Sabbatical leave from the college and is studying at Columbia University during the year. A. P. Davidson, associate professor, is in charge during his absence.

Dr. George A. Works, formerly head of the department of rural education, Cornell University, is the head of the new graduate school of librarians, conducted by the American Library Association in cooperation with the University of Chicago.

Dr. T. E. Sexauer, formerly head of the department of agricultural education at the University of Missouri, has become a member of the staff of the department of vocational education, Iowa State College. Dr. Sexauer received the Ph.D. at Cornell University in June, 1928.

Dr. F. W. Lathrop of the department of agricultural education of the University of Minnesota, is devoting the year to special studies for the university's bureau of educational research.

Professor H. W. Nisonger of the department of agricultural education at Ohio State University has been elevated to a deanship at that institution.

D. E. Clement, state supervisor for Tennessee, is rounding out his tenth year in that position. Is this a record?

California Adopts District System of Supervision

W. T. Spanton, agent of the federal board for vocational education for the Pacific coast, reports that California has now perfected a system of local supervision in vocational agriculture. The state is divided into five districts with a local supervisor in charge of each district. Mr. J. A. McPhee is the state supervisor with headquarters at Sacramento. So far, the plan seems to be working satisfactorily.

Agricultural Student Organizations in Ohio

J. B. McClelland

WE have two types of student organizations in Ohio. The first is our high school agricultural societies for full-time students, and the second, the young men's farming clubs for members of part-time courses.

One hundred twenty high school agricultural societies were in existence last year in the 184 departments; 40 of these societies are now members of the state organization. These 40 societies are affiliated with the Townshend Agricultural Education Society at the agricultural college, composed of former vocational agriculture students, and those preparing to teach vocational agriculture. In February, this college organization, with the cooperation of the department of agricultural education, sponsored a leadership conference which was attended by the delegates from high school societies.

We have 35 organizations composed of part-time students. This organization is open to others, as well as to young men regularly enrolled in part-time courses. The organization has proved to be of great value in sponsoring short course work.—Excerpt from talk at Central Regional Conference, Des Moines, Iowa, March 27, 1928.

ACCORDING to a study conducted by G. F. Ekstrom, State Supervisor for Iowa, the number of evening schools conducted in the Central region during the winter of 1928 amounted to 17 percent of the number of all-day departments in the region, with an enrollment of 33 percent of that in the all-day classes.

Be of Good Cheer

Concluded from page 4

Those who choose farming should know how to succeed as farmers and should understand how to make their community a better place in which to live. When farmers as a group learn to feel that they must have better homes, better schools, better churches, better roads and more recreation, if farming is to be more attractive to them than other work, they will gradually acquire these things. It is therefore thru the improvement of the general standard of living that the farmers of America, and I am thinking particularly of those who will be the product of the Smith-Hughes work, may hope to secure the basis of a satisfactory life.



TEXAS "TEN YEAR FELLOWS"

Back row (left to right). J. R. Speezy, W. N. Elam, J. P. Dewald, J. L. Sester, A. V. McGlothing, O. T. Ryan, C. T. Sims.
Front row. Taylor White, R. D. Maltby (regional agent), C. D. Parker, C. L. Davis (state supervisor), J. M. Wilson

Announcements and Reviews of Publications

Professional Publications

Schmidt, G. A. *Efficiency in Vocational Education in Agriculture*. New York. The Century Co. 1928. \$2.25.

THOSE familiar with the early works of Professor Schmidt of the Colorado Agricultural College have been looking forward to the appearance of this new volume which has just come from the press. In it he applies to agricultural education the sixteen standards of efficiency in vocational education developed by Prosser and Allen in their "Vocational Education in a Democracy," using one chapter for each standard for principle. These standards have been before the public since 1925 and have come to be generally accepted. Their application in detail to agricultural education is a new job and one for which Professor Schmidt is well qualified.

The book contains rating sheets and minute directions for estimating the operating efficiency of any program of vocational education in agriculture on the basis of these 16 standards. The last chapter illustrates the rating of two such programs.

Two introductory chapters deal with (1) an analysis of the occupation of farming as practiced today; (2) outstanding changes in farming in the last few decades; (3) successful farming; (4) qualities of successful farmers and (5) vocational education in agriculture.

Not the least of the contributions of the book is the bringing together of extracts from and references to valuable and widely scattered literature in our field.

The volume may be secured from Century's Chicago office at 2126 Prairie avenue, as well as from its New York office at 353 Fourth avenue, for \$1.90 by ordering it directly.

McKay, A. W., and Lane, C. H. *Practical Cooperative Marketing*. New York. John Wiley and Sons. 1928. 512 p. \$3.

THE authors are the Senior Marketing Economist of the Division of Cooperative Marketing, United States Department of Agriculture, and the Chief in Agricultural Education of the Federal Board for Vocational Education. There is a preface endorsing the book by Secretary Jardine. On every page there is evidence of close cooperation between the department of agriculture and the federal board in the adaptation of a mass of sound subject matter to the needs of students in classes in Vocational Agriculture.

It is entirely fair to describe the book as a unique and greatly needed contribution. Teachers who have wanted to do something about teaching cooperative marketing will find in it the sort of organized help they have heretofore lacked.

The principles which underlie successful cooperation are thoroughly elucidated in connection with illustrations of their application in the marketing of nearly

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Which do you like least?
Which would you have omitted?
What is your reaction to the editorial statement of policy?
What would you like to see in coming issues?

What persons would you suggest as contributors? What might each be asked to contribute?

What sorts of copy could you yourself supply. Approximately when can it be available?

Please add any other comments that may occur to you.

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all kinds of products. The concrete stories of these varied cooperatives and the pictures which accompany them give the book a decidedly practical tone and add enormously to its interest.

Selecting Farm Mechanics Project

Concluded from page 11

based on his past experience?

Clear and Definite..... 15
Is it a complete job for a specific purpose? Is it comprehensible to the boy?

Proper Scope and Difficulty..... 15
Will it take the right amount of time? Will it give the training the boy is ready for? Will it challenge his ability as a mechanic?

Thought of Good Quality..... 20
Does it require good reasoning and good judgment by the boy? Does it require the kind of thinking he will need to do in the future? Will it tend to establish high standards or ideals in the boy? Will it tend to develop mechanical resourcefulness in the boy?

Total.....100
A project should not be used if it will not score above 80.

Two New Kansas Publications

PROFESSOR A. P. DAVIDSON has compiled an "Organization Booklet" designed to aid teachers of vocational agriculture in setting up their programs and building courses of study. It not only provides forms for the teacher's own outlines, but it places at his disposal much information of the type needed in making such outlines and sets up models for making them.

Mr. L. F. Hall is responsible for "The Kansas Vocational Agriculture Grade Book" which enables instructors to keep records of a type needed in vocational

agriculture for which the ordinary teacher's grade book does not provide, such as farm mechanics activities, project and home practice activities and the student's occupational record after leaving school.

Both publications are available thru the Department of Vocational Education, Kansas State Agricultural College, Manhattan, Kansas. Tho designed particularly for Kansas conditions, they provide excellent suggestions for use elsewhere.

State Board Publications

Available from the State Boards for Vocational Education of the respective states.

Colorado (Ft. Collins)—Agricultural Evening Classes.

Illinois (Springfield)—Organization and Instruction of Evening Courses in Agriculture.

Kansas (Topeka)—Teaching Thru the Laying Flock Class Project Farm Mechanics Courses.

Texas (Austin)—Agricultural Evening School Classes in Dairying.

Arkansas Uses Survey Methods for Locating Students

Concluded from page 12

a substantial increase in this type of instruction, not only in enrollment but also in the number of such classes conducted. The surveys in a number of counties of Nebraska conducted by State Supervisor J. E. Pearson indicate that more than 50 percent of the farm boys between the ages of 14 and 21 are out of school.

Evening Classes in Marketing Farm Products

Concluded from page 13

The state director of vocational education took the initiative in formulating the plans for the work and in securing the cooperation of the Indiana Farm Bureau Federation. The classes were aided from state vocational education funds to the extent of \$15 per evening, making a total of \$150 state aid for each class.

The same general plan of organizing, administering, and financing these evening classes in marketing was followed in 1927-28. Fourteen classes were conducted under this plan. The enrollment in the 14 classes was 869.

For the year 1928-1929, a total of 20 classes will be organized. The courses of study have been revised on the basis of 8 lessons instead of 10 lessons. These revised lessons are published in bulletin form by the vocational education division of the state department of public instruction.

Paul Chapman, state director for Georgia, has edited for several years an important department in the Progressive Farmer, a leading Southern periodical, which is devoted to activities in the field of vocational agriculture.

